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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT describe WWI on the homefront. | 5.2.3.b Analyze the events leading to United States entry into World War I, including unrestricted submarine warfare, and the Zimmerman Note. **(unrestricted submarine warfare, Zimmerman note, Lusitania)**  5.2.3.e Analyze the impact of United States’ involvement in World War I on future foreign policy. **(impact of World War I, Kellogg-Briand Pact, Isolationism)**  5.2.4.a Examine the restrictions on civil liberties during World War I. **(*Schenk v. U.S.*, clear and present danger, Espionage Act, propaganda)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
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| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, tests, answer sheets | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * What do you think a total war is? Why? | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)**   * What do you think a total war is? Why? * Announcements | |
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| **INTRODUCTION OF NEW MATERIAL. (40 min.)** | |
| Students will watch the end of All quiet on the western fronts. Students will follow along with a powerpoint about the effects of World War I on the homefront. | |
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| **GUIDED PRACTICE. (20 min.)** | |
| . Students do a folder pass to analyze the limitations on civil liberty that occurred as a result of U.S involvement in World War I. | |
| **INDEPENDENT PRACTICE. (20 min.)** | |
| * Studnets will cerate propaganda posters for World War I and present them to the class. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK: none** | |
| **REINFORCEMENT** |  | | |